

For the Journal.  
North Carolina Scientific and Military Academy.  
No. 3.

Messrs. Editors:—I am pleased to see that Col. Meares has, in the House of Commons, introduced a bill to create a Scientific and Military School for North Carolina. I think it is quite time that our people were moving in the matter. Why not suggest the calling together of the people, in the various towns and counties, to express their opinion upon this matter. I have conversed with many of our people, in different parts of the State, in relation to this school, and all seem to be in favor of organizing it at once, and that this Legislature should take the necessary steps to "set the ball in motion."

It is hardly necessary to tell any one, at this day, that what our people want, in the way of an institution of learning for their sons, is a scientific and practical school. A school where the boy is taught how to be a useful citizen, and if the time should ever come, (which God grant may never be) for the South to take arms in defence of her sacred cause, will be ready to take the field in her sacred cause, with such knowledge as will enable them to lead you to victory. Again, the time may not be distant when North Carolina may be called, once more, to send forth her sons in defence of our common country. Is there any member of this Legislature that would not blush to see her gallant volunteers, badly officered, led in such a manner as to disgrace the State? or to hold a position in the line inferior to that of any State in the Union. And how can this be otherwise, if we do not provide for some permanent military instruction—instruction that may be diffused throughout the State by the graduates, as well as by the instruction that will be obtained by those invited to attend the annual encampment. Almost every other State has moved in this matter already, and shall we be the last, the very last, to give our sons such education as will enable them to stand proudly by the side of any on the battle-field or at the Council-board?

It is proposed, in this bill, to combine the military and the scientific, to make men of boys, to give such education as would fit them at once for the active and practical duties of life. The military department is made subordinate to the scientific. The real origin of incorporating the State Military Academy was to copy after "West Point," where the commissions (these from necessity, so as to fit young men for the army), was thought to be admirably adapted to develop all the mind of the student without impairing his health. At West Point the student is required to study at least ten hours a day. How could a student endure this great tax upon the mind without a corresponding exercise of the body? Hence the daily drill, infantry, cavalry, or artillery, for every day in the year, except Sundays, Christmas, and the 4th of July. By requiring this regular exercise the health of the student is preserved, and his body kept, with his mind, in a condition to learn the most in the ten or twelve hours allotted to study.

The practice, at schools of this kind, has another feature that calls out all the energy and industry of the youth—that is the class rank. The classes are usually numbered from one to four, (the first class being the graduating class. The "merit roll," (as it is called at West Point,) contains the names of the Cadets in each class, arranged in the order of "general merit," which is the "standing" of the Cadet. To explain: Each study, as Mathematics, Philosophy, Engineering, &c., is made to count a certain number, as 3, 2, 1, &c. Each student is placed in every book he has studied, according to his proficiency; and all these studies are combined, according to their value, and his "standing" is determined by his merit number. Hence we see a system of rewards and punishments; administered in so fair and impartial a manner, that all who see and admire, and if the boy has ambition in him, it will show itself before the four years have elapsed. There will be few drones, but many honorable competitors for the highest positions; and every one strives to be above the foot of a class! It is this feeling of honorable competition, this pride of place, which is sought and won by honorable means, and all the world over, made men great as statesmen, heroes and divines. It is this feeling, in every walk in life, that has made men great in all that we call great on earth. Let us, then, cultivate this sentiment, this honorable feeling, this praiseworthy desire to excel! Let us create a school that will develop and put in active operation all the latent energies of the youth. Why send young boys to college to be reared away from the scene of their life, to be the best portion of their lives, when we can, by a judicious system, such as this, properly administered, command their entire time for study, for exercise, recreation and rest, leaving none for dissipation.

When could there be a more opportune time than this to create such a scientific school. Do we not require a numerous corps of Engineers for our ports of commerce, for our harbors, for our canals, for our railroads, for our bridges, for our mines, for our fortifications, for our State, to enable her mineral wealth to be developed, without sending abroad for the educated of other States.

Cast your eyes, Messrs. Editors, over the Report, which I herewith send you, of the Superintendent of the internal affairs of the Virginia Military Institute. You will find that this school is doing for that old Commonwealth. In 1853, Col. Smith says that there were nearly 100 sons of Virginia graduates of that school then engaged either in teaching in the public schools, or employed as Engineers on her public works.

I will here close this hastily written paper, by requesting you to copy the parts of the report that are marked with an asterisk in the Wilmington, Fayetteville, Raleigh, and in fact every paper in the State, these extracts, if they do not care to trouble themselves with my poor attempts to add a good cause.

WEST POINT.

PLAN OF THE VIRGINIA MILITARY INSTITUTE.  
The Virginia Military Institute was established, and is supported by the State of Virginia. An arsenal, containing 30,000 stand arms, is located here, which was formally guarded by a company of enlisted soldiers, at an annual expense of about \$6,000. In 1853, this appropriation was transferred to the Virginia Military Institute, and in addition to the duties of a guard, should also be placed under a course of instruction, upon the basis of the United States Military Academy, at West Point. Upon this system the Institute has been in successful operation for twelve years. The cadets admitted consist of two classes, State and Pay cadets. The Institute supplies to the State cadet board, tuition, food, light, books, medical attendance and all other expenses, and in consideration thereof is required to pay for two years after graduation. The Pay cadet is at his own expense, which averages \$300 per year, for every class, including clothing. The States cadet are selected from those who are unable to bear their own expenses. The Institute has always had many pupils as its buildings would accommodate, and numbers of the State have received tuition fees from the State to the amount of \$25,000 since its organization, which sum is applied to the enlargement of the number of State cadets, and to the improvement of the accommodations of the Institute.

"Already we have prepared, for the duties of life, 226 graduates. One-half of these have been making their impression upon the educational interests of the State, upwards of 50 being now engaged in the duty of teaching. Some 300 more are pressing forward the time nearly 100 of our graduates, who are lending the influence of their talents and education to the development of these two important State interests. And these are Virginia youths, who are engaged in this work. What a reform! It is no longer a relic of the past, but a reality of the present. We no longer depend upon northern teachers and northern engineers; but now, with their own hands, we are building up a nation of learning, and we are sending abroad the influence of the teacher and the native civil engineer, to form the mind and to develop the resources of our own State."

le. Commencing upon a new and untried experiment, many adverse circumstances operated against it. With no means at its command, but the anxiety, formerly allowed to the arsenal guard, (which was still charged with the support of the cadet guard), and the annuity of \$2,500, it had nevertheless so entirely secured the confidence of the authorities of the permanent school, that at the same time to provide quarters for the officers and cadets, corresponding with the high character which the institute had assumed, appropriated \$46,000 for the reconstruction of the cadets' barracks, and the erection of two professors' houses. This sum was further increased in 1852, by the sum of \$30,000, for heating, gas and washing arrangements; again, in 1854, by \$20,000, for completing the work already begun, and erecting a new mess hall.

In its discipline the Virginia military institute has endeavored to follow, to the fullest extent, the admirable system of the U. S. military academy. Commencing with the main feature of responsibility, as attaching to every cadet and every officer in his legitimate sphere of duty, the authority of the institute is clearly defined, by penalties attached to every species of violation of order or neglect of duty. These penalties embrace demerit marks, ranging from 1 to 10, arrest, confinement to room, barracks, or for completing the work already begun, and erecting a new mess hall.

Although the demerits punished by demerit may not include a single moral delinquency, they indicate very clearly the spirit in which a cadet attends to his duty; and if so multiplied that the demerit exceeds 100, by the first January, or 200, in any one year, the cadet is ipso facto dismissed. With all these sanctions, discipline could not be maintained fully, did not demerit operate upon class standing. To impress, therefore, upon the minds of young men, the great importance of conduct, in securing a high standing, and especially to guard against trifling demerits, the accommodations, indicated by the number of demerits, constitutes one of the main elements in determining the general merit of each cadet—an importance being attached to it, equal with that assigned to any department of study in the institute.

The number of graduates, to 4th July 1854, inclusive, is 240, embracing 13 classes that have graduated, averaging, annually, a fraction over 18 graduates. Each graduate, therefore, receives from the annuity of the State, \$110.28. The State cadet graduate of course receives this sum, in addition to what he receives for his service as a member of the public guard. If we include the interest on the special appropriations, (although it would not be just to charge the graduates, prior to 1850, with the interest made in the public buildings since that time, nor indeed to charge the graduates with the interest on the special appropriations, which, besides the interest, the accommodations for all time to come, afford facilities for a larger proportion of graduates,) this sum of \$110.28 has to be augmented by the sum of \$374.16, making the sum of \$484.44, which the State gives as a bonus to each cadet who graduates at the Virginia military institute.

This calculation takes the most unfavorable view of the cost of the Virginia military institute, and would be materially lessened, if allowance were made for the exceptions above stated. It will certainly be yearly diminishing, and will not, upon a fair estimate, exceed \$250. The sum is of course independent of the amount paid by each cadet for his tuition and personal expenses. The object has been to show the cost to the State of each graduate of the Virginia military institute.

It is properly the result which is here presented, and which is based upon authentic data, it would be very desirable to compare it with that of the other institutions of the State and country. I have been unable, however, to procure any sufficient data upon which to base any satisfactory comparison. President Wayland, of Brown University, in reference to this matter, remarks: "It is a remarkable fact, especially among such people as those of New England, that colleges are the only corporations entrusted with funds, either by public or private liberality, which are not required to make an annual exhibit of their property, and the mode in which it is appropriated. The receipts and disbursements, even of a mile society, are always made public; but of the colleges of New England, there is but one that publishes its treasurer's report." Might not the State of Virginia, in exercising its right of visitation, require the colleges of the State to make an annual report of their receipts and disbursements? These colleges are, for the most part, close corporations, and are entrusted with trust funds to a large amount, and yet the public knows nothing of the manner in which this trust is discharged.

From the report of Harvard college, it appears that the bonus, paid by the public or private munificence of the friends of that institution, to every student who takes a regular degree, besides his own personal expenses, is \$1,000. The average number of graduates for each year since 1842, is about eight—making the bonus, which the public and private benefactors of that college contribute to the education of each of its graduates, in addition to their personal expenses, about \$1,200. The State cadet at the V. M. Institute receives, gratuitously, his board, washing, food, lights, books, medical attendance, &c., and is only required to pay for his wearing apparel. His personal expenses are estimated at \$90 per annum.

The expenses of a pay cadet are about \$300 per annum; and this sum includes clothing, medical attendance, and the expenses for 12 months, or no suspension of duty takes place in the months of July and August. These months are devoted to military exercises, and the cadet is required to go home on furlough, at the end of the second year.

While these statements show that two classes of cadets are received into the institute, no invidious distinction exists between them. To both are assigned the same duties; both receive the same privileges; and the expenses of both are the same. The indigent youth receives a credit from the State for a large portion of his own expenses, while the parent of the other pays all.

The question is sometimes presented, Would it not be desirable to take in a smaller number of State cadets, and thus be enabled to pay all their expenses—inasmuch as there are many poor and meritorious young men who cannot raise \$90 per annum? The answer is, that such persons, for the most part, cannot be provided for. Their labor at home would generally be required to support the family, and could not be spared, without remuneration. Besides, it is found beneficial, in its general effects, to require even the State cadets to pay something towards their own education. It is a guarantee to good behavior, and a profitable employment of time, while in a great degree relieves them from the idea of total dependence. The public funds and the deposits of the cadets are disbursed by a treasurer, under the authority of the superintendent, and a compensation is allowed the treasurer, and the professors and officers of the institute receive fixed salaries, prescribed by the board of visitors, and no professor, assistant professor, or other officer, is permitted to "receive any fee, present or reward from any cadet or cadets of the institute."

those who were not blessed with much of this world's goods, at once suggested to the authorities of the school, that when these should graduate, they must be prepared for the active calls of life, and hence drawing, civil engineering and other practical branches were introduced. The measures adopted by the board to provide for these claims of the school, have operated to give a practical direction, not only to the school, but to the mind of each member of the school. Hence, the graduate at once goes to his legitimate work, knowing that what he has learned, he has now to apply. The teacher goes to his post as such; the teacher to his school; the engineer to his rod and level; the architect and draughtsman to his drawing board. Thoroughness in instruction, as constituting the essential element of such a school, goes through every department. Whatever is taught, must be well taught; it must be thoroughly taught, because it has to be applied. Again, the habits of the soldier, as conducting to system, punctuality, promptness, responsibility, neatness, energy and decision, tend, in a most material degree, to these same results. Hence, while the course of instruction in the Virginia military institute has not been formed with special reference to what are called the learned professions, and particularly not upon the basis usually adopted in schools for the professions, giving preference to the classical, to the neglect of the scientific courses, still, it is not to be wondered at, that many, designed for these professions, find more than an equivalent furnished here for the absence of Greek, in our course of studies, by the important principles and habits of duty just enumerated. Hence, the graduate, who goes to his farm, will impress a system and a neatness upon his land, to which he has been accustomed in his college training and will at once apply to his soils the analytical knowledge of their chemical properties, which he has here acquired in the laboratory. Hence, in a word, the graduates of the Virginia military institute seemed prepared for and called to a work in this State, not inferior to that which the graduates of the U. S. military academy have had, before them, with respect to the bounds of this extended country.

This practical bearing of the institute will be still further developed, when the rooms for the analysis of soils, now in progress, shall have been completed, by directing the mind and talents for the school to the important branch of practical agriculture—while its distinctive character as a State institution combined with its practical and scientific course, will enable the State, at some future day to prepare, by means of its graduates, for a great desideratum in a complete geographical and geological map of the State.

Such is a brief record of the rise, progress, and distinctive character of the Virginia military institute. It presents the remarkable fact, that, for the first time in its existence, it was designed to give a self-sustaining institution, being obliged, during this period, to maintain its faculty, erect its own buildings, and provide all the "apparatus" required for such a school.

In this short time, the Virginia military institute had developed itself, from the little band which constituted the first cadet guard in 1839, to the proud position and position of being ranked as one of the "West Point of the South." It had in this time revolutionized, in a great degree, the systems of education and college government in the south and west, which universal consent acknowledges.

When, by its own merits, thus strongly presented and acknowledged, the State of Virginia saw that the institute was no longer a doubtful experiment, she liberally and cordially sustained it. At the present time, has given the strongest evidence of the appreciation with which it is regarded, and of the determination to perfect that which has been so auspiciously begun.

Professor Holloway's Establishment is at 28, Corner of Ann and Nassau-streets, New York, where his popular Pills and Ointment which have enjoyed such reputation for a number of years in every part of the world are sold; particulars of which have been offered in the columns of this paper, and there is no question but that they are exactly the kind of medicine our citizens require. We would strongly advise our readers to procure a supply of these pills, and to keep them on hand, for the use of their families, as they would be sure to find them of great service in many cases.

Sold at the Establishment of Professor Holloway, 28, Maiden Lane, New York, and 24, Strand, London, and by all respectable Druggists and Dealers in Medicines throughout the world. Price, 25 cents per box, and 50 cents per dozen. Wholesale by the principal Druggists of the Union; and by A. O. BRADLEY, Wilmington, N. C.

There is a considerable saving by taking the largest sizes. N. B. Directions for the guidance of patients in every disorder are affixed to each box.

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A NEW ARTICLE, warranted to prevent all Accidents from the use of Burning Fluid, Compressed, and other Explosive Gases, and to be used in all cases of Fire. This Invention is applied to all common Lamps and Lamp Feeders, also to Gas, Petroleum, Lamp, Lint, &c. A. B. NEWELL, Inventor, and Manufacturer, 100 Broadway, New York. For sale by C. D. DUPRE, Druggists, Market street, Wilmington, N. C.

All persons are cautioned against infringing upon the above patent, as the law will be rigidly enforced against all offenders.

C. DUPRE.  
A. C. DICKINSON.

June 20th, 1854.  
A Terrible Case of Scrofula, of Twelve Years Standing, cured in One Month, by BROWN'S ELIXIR VITÆ.

NORFOLK, Va., July 19, 1854.  
Mr. B. Burrow—Dear Sir—I am under great obligations to you for the cure of my Scrofula, which has been cured by your preparation, called Elixir Vitæ. The disease had baffled the most skillful Physicians, and I had taken at least one hundred bottles of Sarsaparilla, &c., without any effect. I was in the most deplorable condition, and my health was so much impaired, that I was unable to perform my duties. I feel now as if I were a new man, and I am indebted to you for the cure. I have been ever since, Yours, very respectfully, JOHN WEN.

This is to certify that John Webb appeared before me at day and made oath to the above statement. I am well acquainted with Mr. John Webb; he is a respectable citizen of this city.

WILLIAM DELANEY,  
Mayor of Norfolk, Va.

In Coughs, Colds, Bronchitis, Diseases of the Throat and Lungs; in SCROFULA, HEMORRHOIDS, Diseases of the Blood, mercurial BURNINGS, ELIXIR VITÆ is the only infallible specific known. It is the only medicine that cures the disease in all its stages, and restores the system to its original health. It is the only medicine that cures the disease in all its stages, and restores the system to its original health. It is the only medicine that cures the disease in all its stages, and restores the system to its original health.

WILMINGTON WHOLESALE PRICES CURRENT.

It should be understood that our quotations generally represent the wholesale prices. In filling small orders, higher rates have to be paid.

Sperm.....	33	50	Rosin, No. 1	0 00	00
COFFEE, & B.			do. No. 2	0 00	00
Java, S. 1st	15	16	do. No. 3	0 00	00
Laguayra.....	13	14	Spts Turp.	38	39
Rio.....	104	124	Spallion.....	39	40
Java, S. 2nd	14	15	Spallion, 2nd	39	40
COTTON, B.	114	115	Oil, S. 1st	40	41
COGNAC, & B.	84	85	Oil, S. 2nd	40	41
CORN MEAL,			Sperm.....	1 25	1 26
Shelling.....	95	96	Linseed, raw	85	86
DOUGLAS,			do. Refined	85	86
Shipping, & B.	8	9	Whole.....	1 00	1 01
Yarn, & B.	00	17	do. 2nd	20	21
Yarn, & B.	23	25	POTATOES.		
Export, S. 1st	25	26	S. 1st, bush	65	66
Spts. Turp. 2nd	0 00	0 00	Irish, do. ....	0 00	0 00
FEATHERS, & B.	50	53	do. & Bbl. 3	00	00
FISH, & B.			PRICES, & B.		
Mullet,.....	75	76	N. S. Bacon.	15	16
Mackerel, No. 1	60	60	Hams.....	75	76
do. No. 2	0 00	0 00	Hogging.....	11	12
do. No. 3	0 00	0 00	Midlands.....	0 00	0 00
do. No. 4	0 00	0 00	Hoground.....	0 00	0 00
Shad, Ocean, 00	00	00	Western Bacon.		
Herrings, E. 00	00	00	Midlands.....	75	76
do. 00	00	00	do. No. 1	124	125
do. do. cut.	00	00	West'n do.....	116	117
Dry Cod.			Butter.....	23	24
do. 00	00	00	Cheese.....	101	102
Flour, & B.			Pork, Mess, & B.		
Canal.....	12 00	14 00	do. 00	00	00
Egyptette, 9	00	9 25	do. 00	00	00
GRAIN, & B.			do. 00	00	00
Corn (store) 00	00	1 00	do. 00	00	00
Oats.....	624	635	Beef, Mess. 17	00	00
Wheat, & B.	50	51	do. Fulton		
Peanse, Cow.	75	76	do. 00	00	00
do. Ground 1	00	1 10	POULTRY.		
Rice, rough 1	05	1 10	Chickens, live	20	21
do. 00	00	00	do. dead.....	00	00